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EDITORIAL NOTES.

GEORGE HERBERT LOCKE.

THERE is no more fascinating study in education than that of the progress made in the cities of Germany in furnishing means for an education beyond the elementary grades.

The boy leaves the elementary school to go to work. The education he has thus far received has for him but a theoretic value, but in his work he soon sees the limitations of his knowledge and desires something more. This the continuation school aims to give, and adapts its curriculum so that the subject-matter may be closely related to the life in which he is now participating. He may be educated by his surroundings, by the daily newspapers, by magazines, by public libraries, and by extension lectures, but he needs conscious and systematic guidance, and this he finds in the continuation schools. These had their origin in the Sunday school, where apprentices of neglected education were taught reading, writing, and arithmetic. From this crude beginning they have rapidly developed with the growth of trade and industry until now in Berlin they occupy a very prominent part in the school system in that they are trying to render permanent and enlarge the results of the training in the elementary schools. For two hours each evening and for a few hours on Sunday morning the working girls and boys have an opportunity to learn the science of their trade and to fit themselves to make their work more successful. Certain associations have become interested in the work, and there are private schools for girls of the laboring classes where the tedium of the factory is relieved by pleasant evening and Sunday instruction; classes in dressmaking, sewing, and domestic science were thought to be a pleasant relief and minister to independence, but it was found that tired girls could not be expected to take an interest in definite work, so the social side of the school has been specially developed for these. The more definitely instructional side of the work for girls not of the laboring classes who work in factories has been expanding rapidly, and afternoon and evening classes in modern languages, geography, bookkeeping, sewing, needlework, cutting-out, ironing, shorthand, typewriting, cookery, gymnastics, and singing are popular.

The absence of free secondary-school instruction in Germany and the utter lack of articulation between the elementary grades and those of the secondary school make this continuation school a necessity in Germany more than in America. But even here we need it, and so far our efforts toward supplying the need by evening and night schools has not been

successful. At the best these have been very crude, with poor teachers and alarmingly irregular attendance. No part of school effort in our cities has been so unproductive.

The report of the municipal town council of Berlin gives some interesting information about the movement in that city. For male persons engaged in business who desire to acquire complete or retain a degree of attainment equivalent to that of a *Mittelschule* there are four municipal institutes with about nine hundred pupils to whom instruction is given in German, French, English, commercial arithmetic, bookkeeping, shorthand and typewriting.

For boys who immediately after leaving the elementary school have gone to work, and who wish to keep up their studies so that they may fit themselves for higher positions there are twelve municipal continuation schools with over ten thousand boys who are instructed in French, English, physics, chemistry, algebra, bookkeeping, shorthand, typewriting, commercial correspondence, bills of exchange, history, geography, drawing, modeling, etc.

The association of artisans has a school which is attended by nearly five hundred boys, and the chamber of commerce maintains five commercial schools with over two thousand boys.

For the girls there are nine municipal schools, with over thirty-six hundred pupils, and six private schools, with over two thousand pupils.

In addition to these there are many institutions giving specialized technical instruction, all of which are under the immediate jurisdiction of the executive of the municipality. There is the municipal Higher Weaving School, with some sixty day pupils and nearly two hundred evening pupils. There are two great schools for artisans, with an attendance of nearly four thousand. In the building schools, the trade schools for hairdressers, photographers, plumbers, coopers, potters, confectioners, tailors, painters, printers, gardeners, bookbinders, basketmakers, wheelwrights, chimney sweeps, glaziers, blacksmiths, upholsterers, saddlers, painters and decorators, shoemakers, joiners, bricklayers, and carpenters, etc. There are from nine up to two thousand pupils.

Thus the municipality, reinforced by benevolent and commercial societies, has been endeavoring to add to the producing power of each individual in the city.

IN our May issue we noted the movement being made by the Council of the Teachers' Guild of England to investigate the state of secondary education in that country, and to make a clear pronouncement on the right order and relation of subjects in a secondary-school curriculum. To this end the council has formulated a set of questions which, though peculiarly suited to conditions in England, have a significance for us.

1. What subjects should form the curriculum for scholars intending to leave at the age of sixteen or seventeen?
2. In what way should the curriculum be modified to suit the needs of scholars

leaving at the age of sixteen or seventeen for (a) business, (b) professional or scientific careers?

3. At what age should specialization begin in the case of public schools which mainly prepare for the universities or professions?

4. Should Latin be included in the curriculum for schools where the leaving age is sixteen or seventeen?

5. Should Latin be begun before French, or *vice versa*?

6. When and how should the formal teaching of grammar be begun?

7. Should the use of Euclid's elements be continued?

8. What should precede formal mathematical treatment of geometry?

9. At what age should algebra be begun?

10. What course of natural history is best suited to preparatory schools and the junior pupils in other schools?

11. At what age should laboratory work be begun?

12. What proportion of school time should be assigned to (a) hand work, (b) drawing, (c) music, (d) sewing, (e) physical education, (f) military drill, (g) natural history excursions?

13. To what extent should the study of practical physics be correlated with (a) mathematics, (b) workshop practice?

14. How should history be correlated with other subjects?

MR. JOHN ADAMS, Rector of the United Free Church Training College, Glasgow, and well known in this country as the author of that interesting and witty book on Herbartianism, has been elected to the Chair of Education in the University of London.

THE Carnegie Trust has disbursed in payment of fees during the first year of operation the sum of £34,916, 7s. 6d. During the winter term 2,441 students were given aid and 1,595 during the summer. There were so many applicants that the trustees have made the conditions more rigid.

REORGANIZATION of national school systems seems to be contagious. The latest country is Denmark, where the government has submitted a bill in which the universities, the secondary schools, and the elementary are treated as branches of one organic system. The delightful part of the bill is that it is not the product of politicians alone, but has been examined in its minutest details by a committee of educational experts and representatives of the professions and trades.

THE Illinois Schoolmasters' Club will hold its usual autumn meeting at Peoria in the City Hall Assembly Room on Friday evening and Saturday morning, October 10 and 11. Dean H. P. Judson, of the University of Chicago, will address the evening meeting on the subject of "Civics." At the Saturday morning session Mr. J. Stanley Brown, of Joliet, will read a paper on "How can High-School Privileges be Extended to Communities where They do not now Exist?"

MR. G. R. PARKIN, Principal of Upper Canada College, Toronto, has been selected by the trustees of the Rhodes bequest to travel through the

British Colonies, the United States, and Germany and consult with the leading men in education in regard to the best possible method of administering the scholarships. Dr. Parkin hopes that by October, 1903, arrangements with some countries will be completed so that the scholarships assigned may be tenable. It seems almost certain that it will be expected that a candidate for a Rhodes scholarship will have completed at least two years of an Arts course. Certainly an ordinary four years' high-school course will not be deemed sufficient. Indeed it may be that scholarships will be used more especially for postgraduate work and in the schools for which Oxford is so famed, *e. g.*, history, jurisprudence, economics, English classics, and philosophy. One of the most hopeful results of this bequest is that Oxford is beginning to realize how inadequately she is equipped to offer inducements to first-class Colonial and American graduates to pursue advanced work.

THE Congress of Teachers in the secondary schools of France recently adopted a resolution which will find favor with the teachers of modern languages in this country. It was to the effect that inasmuch as the ministerial circular fixes the end of the teaching of modern languages as the *effective possession* of the languages taught—that is to say, the power of speaking, reading and writing them—the method of teaching should be inductive and practical. As inductive, it will take as a basis the foreign language, not the mother tongue; it will start from observation, and not from abstraction. As practical, it will accustom the pupil to express his thoughts by means of the vocabulary learned. Since it is both inductive and practical, it will never separate practice from theory, but will develop the two simultaneously, the one by means of the other. The exercises recommended are those that appeal to the ear or to the eye, and these should vary according to the age of the pupils, their habits of mind, their general knowledge, their intelligence, their readiness to learn, the number of them, and the time at their disposal. There is emphasis laid upon the recommendation that the liberty of the master should have no restrictions except such as are imposed by the principal of the method.

SIR JOSHUA FITCH has contributed to the latest of the new volumes of the *Encyclopaedia Britannica* the article on "Education." Especially interesting is his view of the future of the difficult problem of training teachers. He believes that this must be taken in hand by the universities; that the function of the teacher must be recognized as one of the learned professions, and take honorable rank in law, medicine, and theology; that the university must provide a professor of education or pedagogy, whose duty it should be, by means of post graduate courses of study and by requiring systematic practice of the art of teaching under due supervision and criticism, to give to the future schoolmaster both a practical and a theoretical acquaintance with the principles of his profession; that the university shall institute an examination for all students who may have passed through the prescribed

course, and that this examination shall set up a high standard of qualification in regard to the practice and the history of education, and to so much of mental and moral philosophy as stands in the closest relation to teaching, whether considered as an art or as a science. Sir Joshua maintains that the fulfillment of these requirements is necessary that a university may exercise its legitimate influence on public education.

PROFESSOR ASHLEY, formerly of Harvard and now Dean of the Faculty of Commerce in the University of Birmingham, has organized the commercial work of that University and lectures begin this month. The complete course will last three years and the successful student will be honored with the degree of Bachelor of Commerce. The course of study includes Accounting which Dean Ashley says is different from Accountancy. He speaks a favorable word for what he terms *sensible* bookkeeping, but insists that in accounting the main purpose is to enable men to interpret accounts so as to gauge the earning capacities of a business and to put their fingers on those points in its management which are open to criticism. Another subject is that of Business Policy, which he urges is even more important for men who have it in them to be leaders. Mr. Ashley laments the lack of a suitable text-book on this subject, but suggests that under this there might be included such matters as capitalization, reserve funds, policy as to payment of dividends, circumstances in which apparently unprofitable orders might wisely be accepted, or the extent to which different industries or branches of industry may profitably be combined under one management. In this study of business policy special stress will be laid upon the main principles that may be established by a careful study of industrial and commercial experience. In this connection Mr. Ashley cites an interesting experience which shows that the Faculty of Commerce will meet a well defined demand. The head of a large company wrote him: "I am very much interested in the question of hours of labor: I don't want sentiment, I simply want to know whether as a business man it will pay me to reduce them in my works. I should like to have a brief account of the chief leading experiments in the reduction of hours of labor—the apparent conclusion to which they led, and the chief arguments based upon those experiments. Not that I suppose them to afford a definite and immediate answer, but they would give me the material upon which to exercise my own judgment."

IN the course of a witty and wholesome protest against many of the practices indulged in by teachers of poetry in our schools, a writer in the *Journal of Education*, of London, gives some sketches of his assistants. One type he describes as the teacher who thinks that poetry is intended exclusively for the training of the memory. "He murders the poetry with a simple and unaffected brutality which endureth but for a moment and leaves no sting behind." Another type is the one who thinks that poetry was written mainly for the purpose of being parsed and analyzed. These

persons are not difficult to deal with, for an order may be issued against learning by heart, or against using poetry as the raw material for parsing and analysis. It is against another and more common type that he thunders, and yet feels that the remedy is yet to be found. This type is that of the teacher who is afflicted with a desire to explain. He shows this by reading the selection in an expressively explanatory tone and then proceeds to explain every word in it down to the very conjunctions and definite articles. This teacher is frequently the product of a training or normal school, with whom the memory of the department of elocution and the elaborate lesson-plans with suppositious questions and answers still remains. We have this type of teacher in many of our secondary schools in America, teachers who delight in infinite detail, who stifle the spirit in the worship given to the letter, and whose teaching is responsible for the language books so much used in in our schools where one-quarter or one-fifth is the text and the great bulk is taken up with explanatory notes. It is really sad to see the dependence of pupils and teacher upon the notes appended to our books on literature, English, French, German, Latin and Greek. We do not encourage the pupils to tell us what is *their* opinion of the meaning of the author, but rather to examine what the editor says, and see if they agree with him. The editor is a greater man than the author because unless he had appended these notes the author could not have been understood. He tells one what to look for, where to look for it, smooths away all the difficulties and takes from one all the pleasure of discovery. And so our commentators are growing in numbers, owing to the rivalry of publishers and the inadequacy of salaries among professors to keep them free from lending themselves to this hack and unpedagogical work.